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father's business to make himself indispensable in these ways to his daughter, and I consider it as much his responsibility as the mother's to see that the girl grows up to be all that is desirable."

(The worm turns.) She continues: "I think it is just as much the work of young men to keep society pure and respectable as it is for girls. But when society becomes degraded, it is considered all our fault. They call us the weaker sex and then expect us to carry the larger load of responsibility."

In many of the papers submitted, I felt that the real students were speaking, as they had not spoken in any previous paper assigned. They were for the most part eager to defend youth. They approached the subject with deep seriousness, slightly resentful at anything like "making fun." I have observed the same attitude in the comments of other high school students on Tarkington's *Seventeen*. Some dismiss it with a frank statement that they do not like it; many show that they feel pained or injured. The mention of the book gives one the impression that a subject immodest or at least highly improper has been introduced, as the class waits helplessly for some one to change the subject.

Similarly my students resented in Mr. Grundy's article anything that seemed like ridicule of young people, the boys, especially, rejecting as impossible the example of the youth

"Who went to the party
And ate just as hearty
As if he'd been really invited."

Only one of the twenty commented that *Polite Society* was written in a humorous style.

The demand of young people is that they be taken seriously. When in the present chaos one considers the integrating force in such organization as the Y. M. C. A. and Y. W. C. A., Clubs, Boy Scouts, Campfire Girls, Christian Endeavor and other church societies, the various agricultural clubs, the Girls High School League of Southern California and many others, one concludes that an organization with high ideals that places responsibility on youth is a force for good in that its positive *Do* supersedes Mrs. Grundy's reiterated *Don't*. You murmur "over-organized." I admit it, over-organized in an attempt to make good the failure of the parents; but these organizations at least take young people seriously and give them something to do—the double demand of childhood and youth, too often met with the unsatisfying, "Go and play; have a good time." They will play. They will have a good time, but they ask that we cooperate with them

in their earnest desire for a constructive part in life. Such cooperation that arbiter of society, "Mrs. Grundy," never gave. She only made cruel use of the adolescent fear of being different from other people. It will never be written in full, the suffering of youth under the reign of Mrs. Grundy. School exercises are safe channels for the outflow of repressed emotions.

Every young person has opinions, and in the magazine we may find the challenge in response to which he will express those opinions. The close association with the writer will have its effect upon the student's expression. In the papers quoted each writer was essaying to speak Mr. Grundy's language on a subject of common interest.

Rightfully used, the magazine in the class-room becomes not only an impulse and a guide toward self-expression but also leads toward, rather than away from, a love of books. By their use we may bridge over the gulf that exists in the students' minds between the present and the past. To the student who has never cared for reading, who has been brought up on the comic supplement and the movie, the magazine may give a sense of the reality of the subject. He may at least approach with a Pan-like effort to grasp it before it disappears into the reeds of bound books which to him too often seem

"As dry as the bullrushes round little Moses
That grew on the banks of the Nile."

ACCREDITED COLLEGES OF THE SOUTH

The following colleges and universities were rated as "accredited" by the Southern Association of Colleges and Secondary Schools at its meeting in Chattanooga last December:

Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College, University of Tennessee, University of Alabama, University of Missouri, University of Texas, Randolph-Macon Woman's College, Tulane University, Goucher College, University of Virginia, Randolph-Macon College, Agnes Scott College, University of Georgia, Richmond College, University of Chattanooga, Millsaps College, University of Florida, Johns Hopkins University, Florida State College for Women, University of Louisville, University of Kentucky, George Peabody College for Teachers, Southwestern University of Texas, The College of Charleston, University of South Carolina, Emory University, Davidson College, Wofford College, Hampden-Sidney College.